NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

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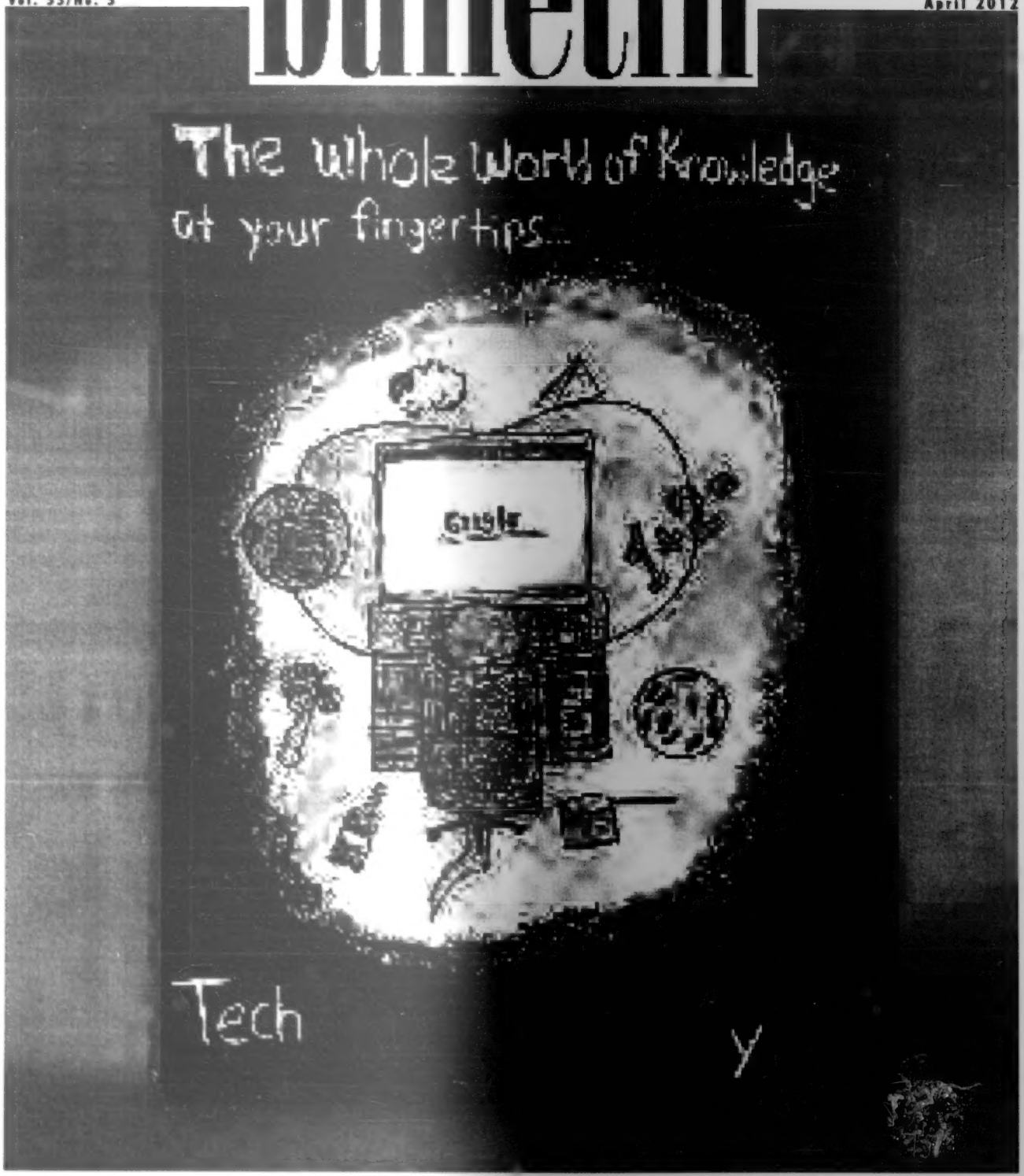
April 2012



bulletin

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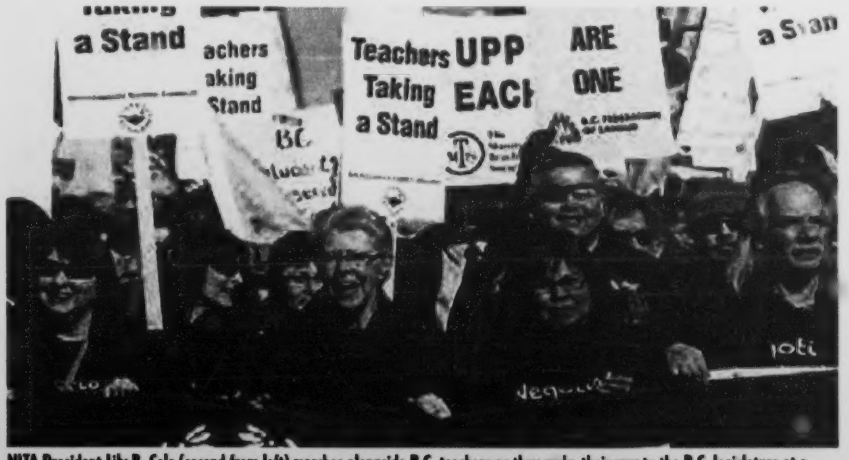
Up Front from the President

"You never really know a man until you understand things from his point of view, until you climb into his skin and walk around it."

~ Lee Harper, *To Kill a Mockingbird*

On Monday, March 5th we streamed live via webcast the Opening Ceremonies for Education Week 2012. The Minister of Education, the Honourable Clyde Jackman, our fabulous emcee, VOCM's Paul Raynes, students, invited guests, organizers and myself participated from the CDLI Boardroom at Brother Rice Junior High School in St.John's. Our live webcast of the Opening Ceremonies is relatively new and with the support from CDLI and the VTC we were able to connect to all schools across Newfoundland and Labrador that chose to watch online. Unfortunately, this year many schools were closed due to the weather on Monday morning (we still do not have the technology to forecast storms ahead of time when we are scheduling such events), but with this technology students and teachers still had the opportunity to see the Opening Ceremonies online by going to the NLTA website or watching an archived version later on. We are hoping to have even more schools participating in the Opening Ceremonies next year.

After the Ceremonies were concluded I headed to British Columbia. This was an unexpected journey but one that was necessary. The British Columbia teachers were going on a three day strike and a call was sent out to all presidents of the teacher organizations across the country to go to British Columbia and support our fellow teachers. The British Columbia Teachers' Federation (BCTF) planned a rally in front of the Legislature in Victoria on Tuesday, March 6th and they wanted other presidents to be there with them to show support by marching with them in the rally. They wanted to demonstrate to the Liberal government their frustration with proposed Bill 22 which as written, would further restrict teachers' rights to negotiate a fair contract and does not address shortfalls of the 2002 legislation. A British Columbia Supreme Court decision last year found parts of that legislation unconstitutional and gave the government a year (until April 2012) to fix it. The BCTF have been trying to negotiate with the Liberal government for more than a year. The government



NLTA President Lily B. Colo (second from left) marches alongside B.C. teachers as they make their way to the B.C. legislature at a protest march in Victoria, B.C., Tuesday, March 6, 2012. ***Source: The Canadian Press/Chad Hipolito***

is adamant that a net-zero mandate is a must to balance the budget. The rhetoric in most of the papers and the ads from the British Columbia Public School Employer's Association (BCPSEA) state that students come first, and cuts to teaching units and education funding will not make a difference to children's education opportunities.

Teachers work with students each and every day and can completely comprehend the effects of these educational cuts. Teachers require ongoing professional development to ensure that they are kept abreast of the latest technology and how to embed this technology in the curriculum delivery of service to students. Any cuts to these programs will have a negative effect on teaching. This is just one example of difficulties that will occur with further cuts to education budgets.

The teachers of BC had voted overwhelmingly to have a three day strike and to participate in several rallies. A strike and rally of this magnitude is only undertaken when there is absolutely no other option. I was very emotional as I marched with the 5,000 teachers who travelled to Victoria to be a part of this demonstration and to show the government that they cared about the future of education in their province and that they wanted the opportunity to bargain a collective agreement in good faith.

As I stood on stage with the other presidents from coast, to coast, to coast, I was proud to be representing the teachers of this province. There was loud applause as we were introduced that thundered from the teachers who attended the rally to show their appreciation for our support. But what was even more amazing was that every person from this province who attended the rally came up to me after and either hugged me or took hold of my hand and would not let it go. They not only extended their gratitude to me for being there to support their plight, but also displayed their affection and connection with their province of NL. It was astonishing to watch them show me their NL wallet, their NL ring and one wore a NL toque. It made me realize that no matter how vast this country, if you are a known Newfoundlander and Labradorian any other Newfoundlander and Labradorian will gravitate to you and show uninhibited feelings of affection because you live in this province. They will be drawn to you because you represent a little "piece" of what they are missing – "home". It was a truly humbling experience.

As we stood with Susan Lambert, the President of BCTF, we felt the solidarity for each other. It was amazing to stand with other teachers and feel their strength and conviction in sending a message to the government that negotiation is much better than legislation. As the teachers of BC come under attack we need to be cognizant that our own provincial government is still willing to negotiate and does value education. However, we must remain vigilant and keep abreast of what is happening to education across this country and be committed to providing the best public education to our students.

We must continue to defend unions and associations across Canada and protect all the rights we have bargained in good faith throughout the years. In every set of negotiations there is give and take from both sides. There must be consensus – not legislation. We should remain at the table and hammer out contracts that both sides can accept. But that really means coming to the table in good faith and not with already preconceived and often publically stated contracts. Bargaining in public is never a good sign. We cannot always agree on the final outcome, but we can gather an understanding of why each side is making the stand they do and can be respectful of the differences.

We all want the students of our provinces to be able to enter adulthood with the skills required to be full productive members of this ever changing and challenging world. We want the very best citizens in our country and must be willing to make the investment. The interest in that investment will be paid out in huge dividends as we develop students to their fullest potential.

Lily B.

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Cover Illustration

The illustration on the front cover was drawn by James Specker, a Level II student at Templeton Academy in Meadows, NL. James' illustration is one of the winning entries in the Education Week 2012 Student Poster Contest.

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

HARBOUR GRACE

Special Flag Day at Harbour Grace Primary

Teacher Linda Quinlan along with GradeTwo students Kailey Taylor and Madisen Osmond.

In honour of Flag Day on February 15, Linda Quinlan, a teacher at Harbour Grace Primary, shared a very special Canadian flag with students. The flag came all the way from Afghanistan where Mrs. Quinlan's brother, James St. George, is stationed. Members of the medical team there signed the flag and it was flown in Kabul for a period of time. The flag was sent to Harbour Grace Primary to be shared with students on National Flag Day. "It was an honour for students to be able to see and touch this particular flag and hear the story behind it," said Brenda Singleton, Teacher Librarian at Harbour Grace Primary. Pictures of the team were also sent to the school and students could feel a strong personal connection to Mrs. Quinlan's brother and his team. "Thank you for making our Flag Day so special."

ST. BERNARD'S - JACQUES FONTAINE

Fortune Bay Academy takes a new twist on Janeway Day

Students at Fortune Bay Academy bring along their teddy bears during NLTA Janeway Day.

On February 14, Fortune Bay Academy in St. Bernard's - Jacques Fontaine was dazzled with a sea of red and teddy bears. Students participated in the NLTA Janeway Day, but instead of donating recess money, Entrepreneurship Students created activities that included a Teddy Bear Hospital, Teddy Bear Picnic and face painting for the K-6 students. All students also had the opportunity to bring a teddy bear and wear their pajamas for the day. Donations were accepted to participate in the fun and awareness activities.

EASTERN SCHOOL DISTRICT

Numeracy Support Teachers involved in many endeavours

Numeracy Support Teachers (NSTs) within the Eastern School District work in a co-teaching environment with classroom teachers to focus on Mathematical assessment. The District's strategic focus on assessment and inclusion provides support for the NST and classroom teachers to learn more about assessment for, of and as learning. As collaborators in a co-teaching environment, they focus on the collection, documentation and use of assessment evidence of student learning to help address the needs of our diverse learners. This observational evidence is used to guide and reflect on instruction, improve student learning and to aid in reporting.

Assessment is an integral component of inclusionary practice that involves getting to know students in our classrooms and gaining insight into the teaching-learning process. A variety of assessment techniques are used by the co-teachers to gather evidence of student learning such as: observational notes, digital photos, audio/video recordings, journals, admit cards, pre-tests, self-evaluation, choice boards, individual conferencing, exit cards, unit tests, product exhibits, performance tasks and more. Upon reflection of the information gained through these assessment techniques, the co-teachers are applying an assortment of instructional strategies, including but not limited to, the increased use of manipulatives, re-teaching, flexible groupings, extra practice, extended time, more modeling of instructional strategies, one-on-one instruction with the help of the Instructional Resource Teacher, tutoring, chunking outcomes for unit tests, etc. This focus on assessment helps these co-teachers effectively respond to individual students.

Grade 6 teacher Stacey Smith and Carol Ann Crane, Numeracy Support Teacher with the Eastern School District, co-teach a Math class on equivalent ratios.

NSTs also utilize many types of co-teaching models to address assessment of the Mathematical outcomes. The One Teach, One Observe Model is often used when either the classroom teacher or the NST lead the large group lesson and the other teacher circulates around the classroom conferencing with students and taking notes on their understanding of a particular outcome. The Station Teaching Approach is used to conference with small groups when centers are utilized. Also, Parallel Teaching occurs when the class is divided in half and the same lesson is taught to two separate groups. These are just a few examples of how the NST and classroom teachers are able to use co-teaching as a tool to assess student learning.

The Numeracy Support Teacher and classroom teachers are committed to using a variety of co-teaching and assessment techniques to gather evidence of student learning. Success hinges on effective and efficient record keeping in order to develop academic strategies to respond to students and to make professional decisions with respect to evaluation. Teachers that focus on individualized assessment are able to gauge the understanding of specific learners in the classroom which enables them to focus on moving forward with the goal of student success.

NEWFOUNDLAND & LABRADOR

Applications sought for Margaret Williams Trust Fund Award

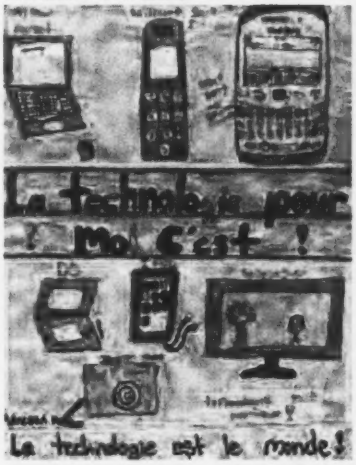
Applications are now invited for the Margaret Williams Trust Fund Award which has been established to promote the development of librarianship in Newfoundland and Labrador. Funds are awarded on a competitive basis to applicants seeking funding for library-related projects or assistance in pursuing graduate studies in librarianship, archival studies, or teacher librarianship.

The amount of the award for 2012 is up to $1,500. The deadline for applications is Friday, April 13, 2012.

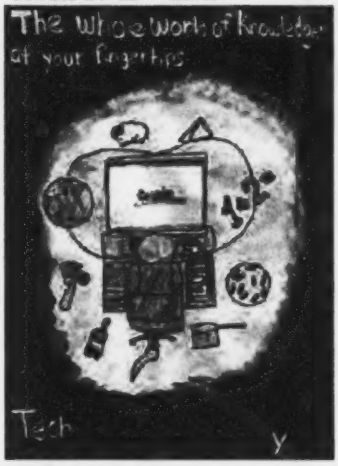
For further information and to obtain an application form contact Mrs. Lorraine Busby, Chairman, Board of Trustees, Margaret Williams Trust Fund, Queen Elizabeth II Library, Memorial University of Newfoundland, St. John's, NL, A1B 3Y1. Applications may also be obtained at www.library.mun.ca; click the appropriate link under News.

Grades K-3 Winner

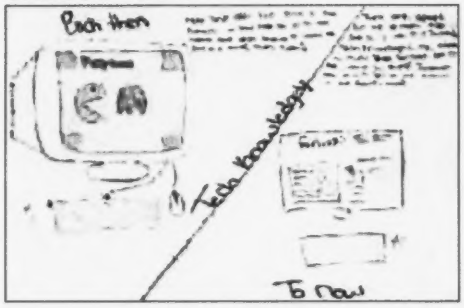
Grades 4-6 Winner



Grades 10-12 Winner



Grades 7-9 Winner



Student Poster Contest Winners

All winners were chosen by a random draw and each will receive a $50 merchandise gift card.

- K-3: **Emily Jones**, Grade 3, Truman Eddison Memorial, Griquet
- 4-6: **Vanessa Howe**, Grade 5, St. Edward's Elementary, Kelligrews
- 7-9: **Tonia Cormier**, Grade 7, Our Lady of Mercy Elementary, St. George's
- 10-12: **James Specker**, Level II, Templeton Academy, Meadows

Education Week 2012 Contest Winners Announced

Teacher Contest Winners

All winners were chosen by a random draw and each will receive a $100 merchandise gift card.

- **Anthony Quigley**
  Botwood Memorial Academy, Botwood
  Nova Central School District
- **Nancy O'Quinn**
  St. Peter's Academy, Benoit's Cove
  Western School District
- **Marie Cuza**
  Larkhall Academy, St. John's
  Eastern School District
- **Jennifer Price**
  J.C. Erhardt Memorial, Makkovik
  Labrador School District

VOCM Contest for Students Winners

All winners were chosen by a random draw and each will receive a $50 merchandise gift card.

- **Matthew Canning**, Cape St. Francis Elementary
- **Dashaun Butt**, St. Edward's Elementary
- **Nathan Barry**, Topsail Elementary
- **Matthew Williams**, Conrad Fitzgerald Academy
- **Connor Bennett**, Mary Queen of Peace Elementary
- **Desmond Wheaton**, Phoenix Academy
- **Adam Strickland**, Goulds Elementary
- **Theresa Ward**, Point Leamington Academy
- **Mark Isaacs**, St. Lawrence Academy
- **Ryan Fleming**, Indian River Academy
- **Benjamin Eason**, Frank Roberts Junior High
- **Joshua Corcoran**, Dunne Memorial Academy
- **Keagan Whiteway**, J.R. Smallwood Middle School
- **Shaun Isaacs**, St. Lawrence Academy
- **Adam Tremblett**, Discovery Collegiate
- **Leah Pittman**, James Cook Memorial

CANADA

Atlantic Partnership for Tomorrow's Health (PATH)

The Atlantic Partnership for Tomorrow's Health, or the Atlantic PATH, is part of the Canadian Partnership for Tomorrow Project, the largest study of its kind ever undertaken in Canada. This $42 million dollar national study is investigating how genetics, the environment, lifestyle and behavior contribute to the development of cancer.

The study will involve some 300,000 Canadians and the Atlantic PATH is recruiting 30,000 men and women aged 18 to 69 from Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland and Labrador. Here in our province, some 6,600 people are needed to participate.

Participants for the study are recruited through organizations, schools, governments, businesses, etc. and others through friends and family members. A volunteer(s) or Champion(s), will communicate with colleagues/friends about the project, recruit participants, distribute/collect the Path Packs and call the courier for pick up. The Champion works closely with our regional coordinator and must sign a Confidentiality Form.

For the study, each participant receives a Path Pack that contains: two main questionnaires; simple body measurements; toenail clippings; and a blood spot sample (optional). The Pack is placed in a sealed, secure envelope and all information is handled in the strictest of confidentiality as required by law, collected by the Champion and returned via courier to the research center at Dalhousie University.

The information collected in the study will help researchers find out why some people may develop cancer and others don't, so that we can find new ways of preventing this disease, of diagnosing cancer earlier and improving treatments for future generations.

For additional information visit www.atlantic-path.ca or if you wish to become a local Champion, please email Ron Smith, NL Coordinator at rsmith2804@gmail.com.

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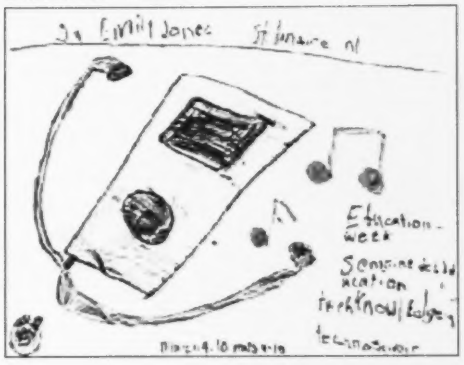
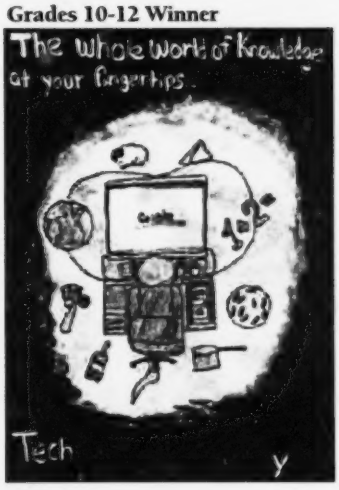


Grades 4-6 Winner

Grades 10-12 Winner



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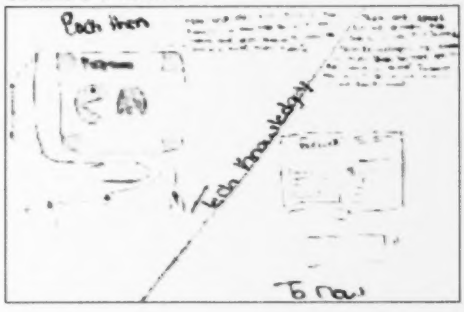

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Two Locations –
May 7, Corner Brook & May 9, St. John's

12th Annual Provincial
Teacher Recruitment Fair

The Fair will profile job opportunities and related information for students, teachers or others interested in entry into the profession.

Are you looking for a job in education?
Are you an Education graduate?
Substitute teacher?
Or looking for a career change?

Come by to see the displays, talk to prospective employers, and collect information. It's a chance to discover what's available for teachers in Newfoundland and Labrador.

Monday, May 7, 2012
4:00 p.m. - 7:00 p.m.
Main Entrance, new Arts and Science Extension, Grenfell Campus
Memorial University, Corner Brook

The Provincial Teacher Recruitment Fair is organized in partnership with:

- **Department of Education, Government of Newfoundland and Labrador;**
- **Memorial University of Newfoundland;**
- **Newfoundland and Labrador Teachers' Association;**
- **Newfoundland and Labrador School Districts.**

Wednesday, May 9, 2012
2:00 p.m. - 6:00 p.m.
Bruneau Centre for Research and Innovation
Memorial University, St. John's

Information booths will be set up by:

- **Department of Education Teacher Certification Division**
- **Faculty of Education, Memorial University of Newfoundland**
- **Newfoundland and Labrador Teachers' Association**
- **School Districts**
- **Mamu Tshishkutamashutau/ Innu Education**

and other Educational Partners

LAWRENCE BLAGDON, 1935-2012

Lawrence passed away on January 1, 2012.

Lawrence was born and raised in Coombs Cove, Fortune Bay. After graduating from school he attended Memorial University to complete his teacher training. Lawrence began his teaching career in Jersey Harbour, followed by positions in Pass Island and Hermitage. While teaching at Hermitage he met the love of his life, Margaret Harris, who was to become his wife. Lawrence moved back to Coombs Cove with his new bride and took teaching positions in Wreck Cove and English Harbour West. He retired in 1991 from Conrad FitzGerald Central High School, having served 34 years in the classroom.

A dedicated community volunteer, Lawrence spent many years as a Lay Reader in the Anglican Church. He was a member of the St. Jacques-Coombs Cove Volunteer Fire Department for thirty-eight years. He was a member of the Orange Lodge, and for many years a board member of the Fortune Bay-North Shore Development Association as well as the Central Health Board.

Lawrence enjoyed his retirement. Time spent at his cabin was treasured. He took great pride in remodeling his pleasure boats and made many trips "across the bay." Lawrence enjoyed time working in his shed, cutting firewood, picking berries, reading and taking long walks with Margaret.

Lawrence was a generous, patient, and compassionate person. His love, good humour, and gentle kindness will live on in the hearts of his family and friends.

(Submitted by Darryl George, son-in-law)

EDWARD POWER, 1947-2012

On January 7, 2012 Ed Power passed away following a courageous 18-month battle with cancer.

Born prematurely and placed in a basket on the woodstove door in January 1947, Ed showed quiet determination and strength at a young age. He grew up in Jersey Side, Placentia Bay. Having spent time working on the Base at Argentia, Ed decided to change direction and entering Memorial University in 1969, he embarked on a life in the field of education. He began his teaching career at St. Regis, Fox Harbour where he taught from 1973 to 1975. In 1975 he was appointed Program Coordinator for Learning Resources at the Placentia St. Mary's R.C. School Board, a position he held until 1980. He continued on with that board as Assistant Superintendent from 1980 until 1991 when the boards joined to form the Western Avalon Roman Catholic School Board where he held the same position. In 1996 he was appointed Assistant Director of Personnel with the Avalon West School District. He retired from that position in 2001.

In his retirement Ed enjoyed spending time building things, repairing and deconstructing a variety of buildings and whistling while relaxing by his woodstove. All the while he never lost his interest in education; always keeping abreast of the latest happenings and enjoying a chat with his three children who are all educators.

He died at home in Southeast, Placentia on January 7, 2012. Ed leaves behind his wife Olive, children Shannon (Andrew Goldsworthy), Ted (Stella Iu), and Lauren (Leah Butler) and his grandchildren Jack, Alaina, and Kate.

The song is ended but the melody lingers on.

(Submitted by Shannon Goldsworthy)

In Memoriam Submission Guidelines

Submissions to In Memoriam should be a **maximum of 250 to 300 words** and may contain a photo of the deceased. In Memoriams should be submitted within a timely manner – normally within the same school year (if possible) of the death of the teacher. Information may be included on where the deceased lived and taught, their education, accomplishments, community involvement and family information.

It is preferred that all submissions be e-mailed to Lesley-Ann Browne, Editor of *The Bulletin*, at labrowne@nlta.nl.ca. If submitting by mail, please address to: Editor, *The Bulletin*, Newfoundland and Labrador Teachers' Association, 3 Kenmount Road, St. John's, NL, A1B 1W1. Submissions may also be faxed to 726-4302 or toll-free at 1-877-711-6582. Please be sure to include a contact name, school or business name, mailing address, telephone number and e-mail address.

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Lawrence passed away on January 1, 2012.

Lawrence was born and raised in Coombs Cove, Fortune Bay. After graduating from school he attended Memorial University to complete his teacher training. Lawrence began his teaching career in Jersey Harbour, followed by positions in Pass Island and Hermitage. While teaching at Hermitage he met the love of his life, Margaret Harris, who was to become his wife. Lawrence moved back to Coombs Cove with his new bride and took teaching positions in Wreck Cove and English Harbour West. He retired in 1991 from Conrad FitzGerald Central High School, having served 34 years in the classroom.

A dedicated community volunteer, Lawrence spent many years as a Lay Reader in the Anglican Church. He was a member of the St. Jacques-Coombs Cove Volunteer Fire Department for thirty-eight years. He was a member of the Orange Lodge, and for many years a board member of the Fortune Bay-North Shore Development Association as well as the Central Health Board.

Lawrence enjoyed his retirement. Time spent at his cabin was treasured. He took great pride in remodeling his pleasure boats and made many trips "across the bay." Lawrence enjoyed time working in his shed, cutting firewood, picking berries, reading and taking long walks with Margaret.

Lawrence was a generous, patient, and compassionate person. His love, good humour, and gentle kindness will live on in the hearts of his family and friends.

(Submitted by Darryl George, son-in-law)

EDWARD POWER, 1947-2012

On January 7, 2012 Ed Power passed away following a courageous 18-month battle with cancer.

Born prematurely and placed in a basket on the woodstove door in January 1947, Ed showed quiet determination and strength at a young age. He grew up in Jersey Side, Placentia Bay. Having spent time working on the Base at Argentia, Ed decided to change direction and entering Memorial University in 1969, he embarked on a life in the field of education. He began his teaching career at St. Regis, Fox Harbour where he taught from 1973 to 1975. In 1975 he was appointed Program Coordinator for Learning Resources at the Placentia St. Mary's R.C. School Board, a position he held until 1980. He continued on with that board as Assistant Superintendent from 1980 until 1991 when the boards joined to form the Western Avalon Roman Catholic School Board where he held the same position. In 1996 he was appointed Assistant Director of Personnel with the Avalon West School District. He retired from that position in 2001.

In his retirement Ed enjoyed spending time building things, repairing and deconstructing a variety of buildings and whistling while relaxing by his woodstove. All the while he never lost his interest in education; always keeping abreast of the latest happenings and enjoying a chat with his three children who are all educators.

He died at home in Southeast, Placentia on January 7, 2012. Ed leaves behind his wife Olive, children Shannon (Andrew Goldsworthy), Ted (Stella Iu), and Lauren (Leah Butler) and his grandchildren Jack, Alaina, and Kate.

The song is ended but the melody lingers on.

(Submitted by Shannon Goldsworthy)

In Memoriam
Submission Guidelines

Submissions to In Memoriam should be a **maximum of 250 to 300 words** and may contain a photo of the deceased. In Memoriams should be submitted within a timely manner – normally within the same school year (if possible) of the death of the teacher. Information may be included on where the deceased lived and taught, their education, accomplishments, community involvement and family information.

It is preferred that all submissions be e-mailed to Lesley-Ann Browne, Editor of *The Bulletin*, at labrowne@nlta.nl.ca. If submitting by mail, please address to: Editor, *The Bulletin*, Newfoundland and Labrador Teachers' Association, 3 Kenmount Road, St. John's, NL, A1B 1W1. Submissions may also be faxed to 726-4302 or toll-free at 1-877-711-6582. Please be sure to include a contact name, school or business name, mailing address, telephone number and e-mail address.

The Redundancy/Reassignment and Layoff Process

by DON ASH

May 7th is the deadline (last day) for teachers to be notified of layoff and all teachers should be familiar with the process for redundancy/reassignment and layoff as outlined under Article 9: Layoff in the Provincial Collective Agreement (Article 47 in the Labrador West Agreement). Article 9, the principles of which are summarized below, outlines the process that each School Board is required to follow as it prepares and finalizes its staffing plans for the 2012-13 school year.

During any year in which there is a reduction or a realignment of teaching units in a school, a position(s) in a school may be designated as redundant. The actual removal of a position(s) can be accommodated through one of two means: i) through the natural attrition process, created through teacher retirements or resignations and the School Board's decision not to refill the vacancies that have been created; or ii) through the redundancy-reassignment layoff process, as outlined in Article 9. Even when the number of retirements and resignations are equal to or greater than the number of teaching units that are scheduled to be removed because of redundancies, there still exists the possibility that redundancy in a school may occur for program reasons. Redundancies in a school can have implications not only for teachers in that school, but in neighboring schools.

The following are the usual steps in the redundancy process that teachers should ensure are applied to their circumstances:

Step I:
Clause 9.01 defines seniority as the total length of time employed as a teacher in Newfoundland and Labrador, and identifies May 7th in the school year as the date of calculation of seniority for the purpose of reassignment and layoff for that year.

Each teacher must ensure that their placement on the School Board's seniority list accurately reflects their entire teaching service in the Kindergarten to Level III public school system in the Province. Time taught outside the province or outside of the Kindergarten to Level III school system cannot be credited as seniority. If there are discrepancies between a teacher's calculation of seniority and the School Board records, it is the teacher's responsibility to notify their School Board official as soon as it is discovered.

Step II:
Clause 9.02: Where it is determined by the school board that a teaching position in a school is being declared redundant, the senior teachers shall be reassigned to the remaining positions within the school that they are capable of filling. Subject to capability, the reassignment process shall be as follows:
(a) tenured teachers;
(b) teachers on a one-year probationary contract;
(c) teachers on a two-year probationary contract;
(d) teachers on probationary contracts in accordance with Clause 7.05.

This effectively means that the junior teacher should be the person leaving the school unless the junior teacher is teaching something that no other senior teacher is capable of teaching while still fulfilling the program needs of the school.

Step III:
Clause 9.03(a): A teacher who is not reassigned in accordance with Clause 9.02, shall have priority, based upon seniority, subject to capability, to vacant teaching positions or positions held by junior teachers, in the following order of priority:
(i) within the community;
(ii) within the nearest community, within the school district, where such a position exists.

A teacher who is reassigned and notified in writing in accordance with Article 9, has ten (10) calendar days to notify the School Board of his/her acceptance or rejection of the reassignment. (9.07(b))

Step IV:
Clause 9.03(c) states that notwithstanding Clause 9.09, any teacher who refuses reassignment in accordance with Clause 9.03(a) in any particular year shall not be entitled to further consideration for reassignment in that year.

A teacher who refuses reassignment in accordance with 9.03(c) can apply for transfer to vacant positions during the remainder of the school year and will be considered with all other teachers who have applied for transfer to the same position. If the individual is unsuccessful in obtaining a transfer before the end of the school year, the teacher will be placed in recall and subject to Clause 9.10 after the end of the school year. (See Step V below).

Note: With respect to Clauses 9.02 and 9.03, in determining capability to fulfill the requirements of the job function, the School Board shall consider the overall ability of the teacher to perform the functions of the position in accordance with the currently modern standards required for the position.

Step V:
Any teacher who is declared redundant and not reassigned, in accordance with Clauses 9.02 and/or 9.03, is deemed to have been "laid-off" and placed on recall. Any teacher placed on recall will be offered vacant comparable positions during the subsequent three (3) years following the layoff before the positions are advertised. (Clauses 9.09 and 9.10).

It is the teacher's responsibility to inform the school district of their interest and availability in the subsequent three years after layoff.

Any teacher who has been notified by his/her school administrator and/or School Board Office personnel that their position is redundant and that they will be reassigned or laid off for the following school year should consult with the designated Administrative Officers in the Benefits and Economic Services Division (BES) responsible for that Board. The NLTA number is 726-3223 or toll free at 1-800-563-3599. The School Board designations for each Administrative Officer are as follows:

District 1	Labrador	Perry Downey	ext. 226	pdowney@nlta.nl.ca
District 2	Western School District	Steve Brooks	ext. 230	sbrooks@nlta.nl.ca
District 3	Nova Central School District	Stefanie Tuff	ext. 232	stuff@nlta.nl.ca
District 4	Eastern School District:			
	Burin Region	Perry Downey	ext. 226	pdowney@nlta.nl.ca
	Vista Region	Don Ash	ext. 231	dash@nlta.nl.ca
	Avalon West Region	Perry Downey	ext. 226	pdowney@nlta.nl.ca
	Avalon East Region	Don Ash	ext. 231	dash@nlta.nl.ca
District 5	Conseil Scolaire Francophone Provincial de Terre-Neuve et du Labrador	Stefanie Tuff	ext. 232	stuff@nlta.nl.ca
Other	Newfoundland and Labrador Youth Centre	Don Ash	ext. 231	dash@nlta.nl.ca

If you have any questions regarding this process, please contact an Administrative Officer in the BES Division.

Don Ash is Assistant Executive Director with the NLTA.

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Don Ash is Assistant Executive Director with the NLTA.

Stress Without Distress – Revisited

by JUDY BERANGER

How often do you hear someone say, "I'm stressed out!"? Do you ever say it? What does it mean? Often times it can mean "I'm having a challenging/difficult time right now". In my article in the January/February issue of *The Bulletin* we explored some ideas and tips for maintaining health and managing stress levels. Central among these was the importance of addressing stress before it turned to distress in the body, often with debilitating consequences. In this article suggested guidelines to manage stress will be discussed along with more ideas to add to your stress management toolbox. Stress can be harmful, but it cannot be avoided. The challenge for us is to learn how we can keep our response to stress within a manageable range so that it is motivating and healthful.

All behaviour has meaning leading to either heightened or reduced stress. On some level, whether it is conscious or not, everything we do makes sense to us. The meaning we give to our own behaviour, and that of others, will ultimately determine the level of stress we experience. The following story is a good illustration:

Three loving and good-natured sons inherited their father's herd of 17 horses with the eldest son receiving 1/2 of the herd, the middle son, 1/3 and the youngest son, 1/9. The sons were frustrated as to why their father divided his herd this way as it seemed impossible to follow these instructions without destroying a horse. This caused much quarrelling and disagreement. Since their father's death the three sons had become quite stressed, secretly harbouring unkind thoughts about their father and about each other. The sons agreed to seek the advice of a highly respected and knowledgeable teacher. The teacher agreed to think about a solution to their dilemma. She visited a few days later bringing along a horse of her own to add to the father's herd thereby increasing its size to 18. She then directed the sons to divide the horses according to their father's will. The eldest son received his nine horses, the middle son his six and the youngest his two. In accordance with the father's wishes 17 horses were distributed leaving one to be taken back by the wise teacher! The sons were astonished and grateful, realizing they had been so busy reacting negatively to the problem that they had stopped looking for a creative solution. The wise teacher further suggested that the father may have tried to inspire one last lesson as he departed from this world. Focusing on solutions instead of the problem reduces stress and heightens creativity.

Stress is often equated to the strings on a violin. If the strings are stretched too tightly, the tone of the violin is sharp – just as people can be. If they are too loose, the sound is flat and lifeless. As teachers, we know how much and what type of stress is good for us. Playing music might be a wonderful stress reducer for some, while creating stress for others who might prefer jogging and playing sports. It is when the body starts sending signals and we feel uneasy, tense and irritable with difficulty sleeping or concentrating we know that our level of stress is threatening our health. That is when the strings need to be tuned properly. Just as we can play well with the right amount of tension of the strings, so too can we function well with the right amount of stress.

Of course there are times in our lives where fine tuning our reactions to stress seems impossible. Losing someone we love, for example, is the ultimate crisis and stress and one which will take whatever time it takes to move forward. We crawl our way through these times, seek supports, do the best we can and know the secret is in the crawling, not giving up.

Heartbeat Rate Can Compromise Hearing/Listening Ability

Have you ever dealt with a situation at school when you became quite upset but didn't take any time to distance yourself for objective thinking time? In a twenty-year study, researcher and psychologist, Dr. John Gottman, observed heart rhythms and blood pressure on couples engaged in tense conversations. He determined that a normal heartbeat of 82 beats per minute for women and 76 beats for men can increase up to 165 beats per minute when experiencing feelings of risk of harm. Gottman says that after

your heartbeat goes above 100 beats per minute you will not hear what the person to whom you are talking is saying. It was also found that when subjects just imagined the sense of someone they didn't like for five minutes their immune systems were suppressed for up to six hours. Reducing inflammatory and negative thinking significantly reduces stress levels in the body.

Guidelines and Activities To Manage Stress

Here are some guidelines on how you can manage stress on a daily basis:

- Identify and list irritants in your environment and get rid of whatever annoyances you can;
- Remove yourself from stressful situations as long as removing yourself is not more stressful than the condition you are trying to avoid;
- Change your reaction to stress by changing your thinking, words, attitudes and decisions;
- When possible, confront the stress head on;
- Keep moving, find ways that work for you to remove tension from your body and remember – regular practice is the challenge and the solution.

Further activities and techniques to add to your stress reduction toolbox:

1. Imagery can work for a relaxation technique. Close your eyes, relax, breathe, and use your imagination to visualize and feel the place you enjoy or would most like to be.
2. Peripheral vision exercise for quick relaxation. Sitting in a relaxed position, pick a spot in front of you relaxing your eyes and looking straight ahead. Without moving your eyes focus for a few minutes on what you can see in your peripheral vision.
3. Think of a recent stressful event. What did you think during and after the event. How did you feel? Is there anything you could have done differently?
4. Practice frowning for a few minutes. Next practice smiling – a big smile showing all your teeth. Did you notice any change in how you felt? If you are around a person who seems "down a quart" try smiling a little, keeping the conversation upbeat and see if you notice any change.
5. List any bad habits that come to mind. (lucky you if you can't think of any) Consider reducing or eliminating at least one of them.
6. At least once a week tell someone out loud some of the nice things you are thinking about them.
7. Spend time with friends where you feel safe and can be real.
8. Develop some personal mantras to replace unhelpful thoughts that may creep in from time to time. Practice a focusing phrase to repeat when the alternative is inflammatory thinking. "I want to make what difference I can in the lives of my family, students/colleagues today" is much better than "I can't manage all that is being put on me today, always something new coming down and I'm fed up with it."

A sense of purpose is critical to managing stress. When we lose sight of it we are likely to experience heightened stress. A teacher once told me he felt like he was walking a tightrope. Between family and school there seemed to be little, if any, down time. Like the ebb and flow of life, the rope moves, drops, sags, tightens and all the while you have to remain focused to keep that one foot on the rope while moving the other foot in front of the other. He came to realize that the balancing pole used by tightrope walkers for stabilizing was similar to the power of his own thinking. When he concentrated on what he could do, what he wanted to achieve and gave it his best, it kept him balanced and less stressed. He was startled to realize how much his inflammatory thinking had affected his ability to act in a focused way to reach his goals. He learned first-hand how all behavior has meaning. Each one of us has the capacity to change our thinking and manage our stress. It is all a matter of choice. What we choose to do and to think either works for us or against us.

Judy Beranger is a wellness and employee assistance coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Judy Beranger (ext. 265) or Claudette Coombs (ext. 242). Suggestions for future articles for this section are welcomed.

Be careful with what you water your dreams. Water them with worry and fear and you will produce weeds that choke the life from your dreams. Water them with optimism and solutions and you will cultivate success. Always be on the lookout for ways to turn problems and challenges into opportunities for success. Always be on the lookout for ways to nurture your dreams.

~ Lao Tzu

Developing Successful Schools 2012

Strategic Approaches to Negotiations and Conflict Management

by GEORGE TUCKER

Once again this year, the Newfoundland and Labrador Teachers' Association will be partnering with the New Brunswick Department of Education, the New Brunswick Teachers' Association, the Prince Edward Island Teachers' Federation and the Nova Scotia Teachers Union to sponsor the Developing Successful Schools (DSS) 2012 Institute. The event will take place at Mount Allison University in Sackville, New Brunswick on July 9-12, 2012. All educators who are members of the sponsoring organizations are eligible to attend. The Newfoundland and Labrador Teachers' Association provides funding to 12 of its members to cover the onsite expenses (i.e., accommodations, meals and registration). Expenses related to travelling to and from Mount Allison are the responsibility of the participant. A DSS 2012 application form may be downloaded from the NLTA website at www.nlta.nl.ca. The deadline for applying is Friday, April 27, 2012.

Dr. Andy Hargreaves and DSS 2011 participants.

DSS 2012 Program Overview

Workshop objectives and learning outcomes

Through a series of hands-on exercises, guided discussions, and interactive presentations, the workshop will help participants to critically analyze their negotiating style and enhance conflict management skills. The workshop is organized around three critical areas in the field of negotiations theory and practice: strategic negotiations, emotional intelligence, and effective conflict management. Linking research and evidence-based studies to the wealth of workshop participant experiences, the key objectives of the workshop include:

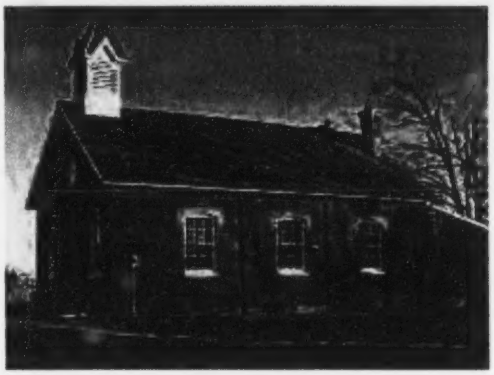
- Assess current practices and research on negotiations and conflict management in the education sector
- Develop innovative approaches to negotiations and conflict resolution
- Use emotional intelligence to solve real work-related problems.

DSS 2012 Institute Resource Persons

Robert Hickey, Ph.D. teaches the core courses on unions and collective bargaining in the Master of Industrial Relations program at Queen's University. An experienced negotiator, Robert spent ten years as a union organizer and representative in the United States. Robert's research interests focus on labour management relations in the context of industrial restructuring and public sector reform.

Glenda Fisk, Ph.D. joined the School of Policy Studies at Queen's University in 2006 after completing her Ph.D. in Industrial/Organizational Psychology at Pennsylvania State University. Her research interests focus on how emotional experience impacts work performance, stress, and resilience. In addition to research, Glenda teaches graduate-level classes in Human Resource Management, Organizational Behavior, statistics, and research methods.

Brendan Sweeney, Ph.D. works as a post-doctoral fellow at the Industrial Relations Centre in the



School of Policy Studies at Queen's University. Dr. Sweeney has been the lead researcher in a multi-year project analyzing negotiation practices and labour management relations in Ontario's K-12 education sector.

A Few Observations from Delegates at DSS 2011

DSS 2011 was a successful initiative in all areas as the following quotes from the event evaluation forms attest. These representative quotes should be all the proof you need to apply to attend DSS 2012.

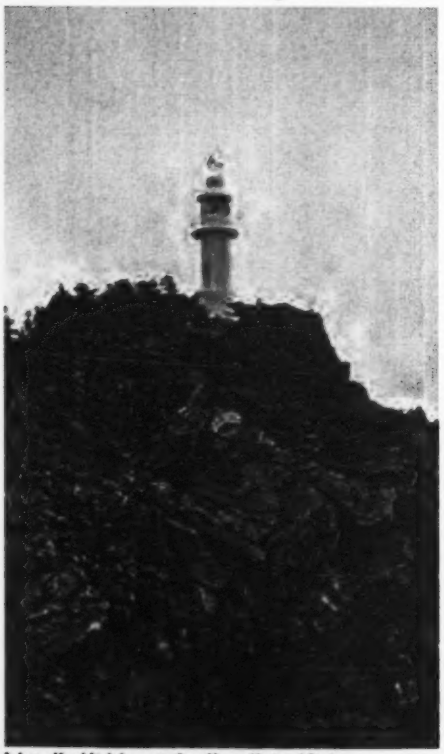
- *This is a wonderful opportunity for educators to come together to both learn and network with and from others.*
- *My first time at DSS. This has been a marvelous session. Very informative and applicable. I am already planning how to use this information in the fall. Well-organized!! Well Done!! Thank you.*
- *The opportunity to meet and learn from educators from within and beyond our province has been great. Those conversations are invaluable to reflecting on the what, why and how of what we are doing as a system. Dr. Hargreaves has both the style and substance to make this investment of time worthwhile for participants. He is a strong presenter.*
- *This was an amazing institute!! Andy embeds the content in his presentation so you have a model to follow. This manner is engaging and approachable; I found it easy to be in a learning situation all day with him. Beautiful campus and great facilities – good accommodations – wonderful food – and very well organized. Thank you for this opportunity!! I'm excited to be able to put this to work!*

If you require additional information re the DSS 2012 institute, please contact George Tucker, Staff Officer in the PD Division (NLTA) at gtucker@nlta.nl.ca.

NLTA Special Interest Councils

by GEORGE TUCKER

Special Interest Councils are professional learning communities dedicated to life-long learning and the ongoing professional growth of NLTA members. They provide a solid foundation for personal growth as well as a beacon for our members who are seeking opportunities for professional learning. Their mandate includes offering a range of PD Programs including conferences, institutes, focus groups, teleconferences, and e-learning initiatives. As part of their mandate, the councils will respond to curriculum and program concerns, develop position papers on critical issues, work with government on curriculum development and advise the NLTA on matters of importance.



Lobster Head Lighthouse in Gros Morne National Park.

Currently there are two levels-based Special Interest Councils: Primary/Elementary (now known as K26) and Intermediate. A Senior High Council does not exist at the present time. In policy, as an NLTA member you are automatically a member of one of the levels-based special interest councils depending on which level of schooling you are assigned. In the case of multi-level assignments you will have the option of choosing free membership in the other levels-based councils. You may also join any other of the levels councils by registering and paying the appropriate membership fee.

In addition to the levels-based councils, there are eight specialized councils:

- Council of Special Services (COSS)
- Learning Resource Teachers' Special Interest Council (currently being organized)
- Modern Languages Council (MLC)
- Music Council (MuSIC)
- Newfoundland and Labrador Counsellors' and Psychologists' Association (NLCPA)
- Physical Education Special Interest Council (PESIC)
- School Administrators' Council (SAC)
- Technology Education Special Interest Council (TESIC)

If you are working in one of these specialized areas, you may choose to join the appropriate council. By participating in Special Interest Council programming, you can avail of the latest information on methodologies, trends in particular disciplines, and changes in curriculum as they develop and emerge.

Special Interest Councils advertise their programs through *The Bulletin*, the NLTA and Virtual Teacher Centre websites, school boards, schools and media. Although several professional development workshops have already been held this year, a number of other conferences are planned in the months ahead. For conference details and registration information, go to the NLTA website and click on the Professional Development Opportunities link on the right side of the page. The NLTA Special Interest Councils provide professional development to approximately 2,000 of its members annually. Be sure to join that growing number; you won't be disappointed!

Please make every effort to be an active member of your levels-based council. If you wish to become a member of another levels council or one of the specialized councils, you have only to contact the President of that council and you will be sent the necessary membership information. Opportunities also exist for you to become an executive member of one of the councils, thereby allowing you to take on a valuable leadership role within the Association. Please make every effort to become involved so that you will be kept current on exciting new learning and discoveries in your field. Without a doubt, that is a responsibility we all share.

To access contact information for our Special Interest Councils, go to the NLTA website and click on the Member Login link. Once you are logged in, the information for Special Interest Councils is located under the "About NLTA" tab.

If you require additional information re the Special Interest Councils, please contact George Tucker, Staff Officer in the PD Division (NLTA) at gtucker@nlta.nl.ca

Teachers

across Newfoundland and Labrador

The Law Enforcement Torch Run Organizing Committee is asking for your participation in to support the Newfoundland and Labrador athletes who compete in the Special Olympics

Special Olympics Newfoundland and Labrador Enriching the lives of Newfoundlanders and Labradorians with Intellectual Disabilities through sport.

Look for further information and a fundraising package in your school very soon.

Donations are made payable to:

Law Enforcement Torch Run
c/o Service NL
P.O. Box 8700, 5 Mews Place
St. John's, NL A1B 4J6
Attn: Mr. Robert Whitten

LAW ENFORCEMENT TORCH RUN FOR SPECIAL OLYMPICS

NLTA

For more information or fundraising suggestions contact:

Robert Whitten, Director
Law Enforcement Torch Run
(709) 729-2860

or

Lesley-Ann Browne, NLTA
(709) 726-3223, ext. 228
labrowne@nlta.nl.ca

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TESIC
A New Term (2011-2013)

by THOMAS SHEPPARD

The Technology Education Special Interest Council (TESIC) has begun our new term after a highly successful Biennial General Meeting (BGM) and conference held this past November 2011. For those unfamiliar with the BGM, we hold a conference every two years where we have a keynote address the evening before and offer professional learning sessions throughout the next day. A vital part of the conference is the BGM where we review the activities of the council over the last term, discuss issues relevant to TESIC's mandate, and hold elections to council for the new term. It is an important and significant event in a council's term in office. It gives teachers an opportunity to connect with each other, helps guide TESIC's priorities for the coming term, and is an important source of renewal.

The theme of the conference was "21st Century Learning: Are We There Yet?" and our keynote speaker, Dr. Steven Van Zoost, and special guest, Mario Chiasson, were selected with the popularity of this topic in mind. The conference sessions were also arranged to reflect the interest of technology educators and of teachers with a priority of learning how to effectively use technology in the classroom. The variety of sessions included such topics as: Power School, mobile learning with iPads, integrating multimedia, 3D printing, robotics, edublogging, issues with FaceBook for teachers, interactive whiteboards, student response systems, and more.

The conference received a positive response from teachers and it proved to be one of the more successful conferences we have held with about 100 teachers in attendance. An indication of success was the feedback we received from attendees. During the conference, our council members were approached on more than one occasion by educators to express their appreciation noting that it was one of the best professional learning opportunities they ever experienced. This was high praise indeed. Our council was pleased that all of our hard work in organizing the event had paid off and confident that we had represented our membership well.

Frank Shapleigh

TESIC Technology Leadership Award 2011

We want to honor someone who has been around for a while. Frank is originally from Grand Falls-Windsor but spent most of his career in Gander. He started out as a Physics teacher. He was seconded and involved in the Lighthouse Schools Project, StemNET and then CDLI.

Frank has been many things: a tech guru, mentor, politician when needed, advocate for technology, on the forefront of promoting ICT, and other technologies including robotics. He has been a fixture at TESIC conferences and has very willingly provided professional development for teachers in many areas of his expertise.

For Bruce King and I, Frank has been more than a mentor; he has been our example of a master teacher; someone who can talk to small kids, teachers and learned university professors and clearly communicate ideas and his passion for his craft.

We are pleased to present Frank Shapleigh with the 2011 TESIC Technology Leadership Award.*

**Excerpts from speech by Craig Wells at TESIC BGM.*

TESIC
A New Term (2011-2013)

by THOMAS SHEPPARD

The Technology Education Special Interest Council (TESIC) has begun our new term after a highly successful Biennial General Meeting (BGM) and conference held this past November 2011. For those unfamiliar with the BGM, we hold a conference every two years where we have a keynote address the evening before and offer professional learning sessions throughout the next day. A vital part of the conference is the BGM where we review the activities of the council over the last term, discuss issues relevant to TESIC's mandate, and hold elections to council for the new term. It is an important and significant event in a council's term in office. It gives teachers an opportunity to connect with each other, helps guide TESIC's priorities for the coming term, and is an important source of renewal.

The theme of the conference was "21st Century Learning: Are We There Yet?" and our keynote speaker, Dr. Steven Van Zoost, and special guest, Mario Chiasson, were selected with the popularity of this topic in mind. The conference sessions were also arranged to reflect the interest of technology educators and of teachers with a priority of learning how to effectively use technology in the classroom. The variety of sessions included such topics as: Power School, mobile learning with iPads, integrating multimedia, 3D printing, robotics, edublogging, issues with FaceBook for teachers, interactive whiteboards, student response systems, and more.

The conference received a positive response from teachers and it proved to be one of the more successful conferences we have held with about 100 teachers in attendance. An indication of success was the feedback we received from attendees. During the conference, our council members were approached on more than one occasion by educators to express their appreciation noting that it was one of the best professional learning opportunities they ever experienced. This was high praise indeed. Our council was pleased that all of our hard work in organizing the event had paid off and confident that we had represented our membership well.

Frank Shapleigh

TESIC Technology Leadership Award 2011

We want to honor someone who has been around for a while. Frank is originally from Grand Falls-Windsor but spent most of his career in Gander. He started out as a Physics teacher. He was seconded and involved in the Lighthouse Schools Project, StemNET and then CDLI.

Frank has been many things: a tech guru, mentor, politician when needed, advocate for technology, on the forefront of promoting ICT, and other technologies including robotics. He has been a fixture at TESIC conferences and has very willingly provided professional development for teachers in many areas of his expertise.

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This event also included a luncheon where the BGM was held to elect a new TESIC council for 2011-13. There were two council members who did not seek re-election. Bruce King and Joe LaFitte have served on TESIC councils in various capacities over a number of years and they truly give meaning to the words "distinguished service". Their leadership in technology education has been exemplary and their dedication inspiring. Although we were sorry to see them stepping away from serving on council, we were delighted with the interest that others expressed in stepping up to serve during the new term. As a result, the council for the new term is a mixture of familiar and fresh faces. Here is a list of your new 2011-13 TESIC council members: Thomas Sheppard (President), Christina Cox (Vice President), Neil Tremblett (Secretary), Donna King (Treasurer), Tom Kennedy (Communications Officer), David Gill (Eastern Representative), Bridget White (Western Representative), Craig Wells (Central Representative), and Joe Santos (Labrador Representative). More information about the TESIC council will be available in a forthcoming newsletter.

One of the highlights of the BGM and Conference was the re-institution of the Technology Leadership Award, which was presented at the luncheon. The award recognizes the crucial role that leadership plays in the development and support of technology education in Newfoundland and Labrador. The recipient of the TESIC Technology Leadership Award 2011 is Frank Shapleigh.

As we head into a new term in office, the TESIC council is meeting regularly to plan events and activities that achieve our mandate of supporting and promoting professional learning opportunities and advocating on issues impacting technology teachers and teachers utilizing technology in education. We encourage our membership to provide us with feedback to help guide our planning. Our main means of communication is the TESIC group on the Virtual Teacher Centre (VTC). We would like all our existing and potential members to log on to the VTC (http://myvtc.ca/) and make sure you join the TESIC group so we can get to know you better.

Thomas Sheppard is President of the Technology Education Special Interest Council (TESIC).

Flipping Classrooms

by JIM MURPHY

It seems every time I check my tweet deck or some of the education community forums, that there is some new learning trend on the horizon that encompasses technology and a networked world. For those of us who have been involved in education for a while, and equally for those a little less tenured, there is recognition that education remains highly entrenched in traditional delivery methods in face-to-face learning environments. Now, I am not saying that what's new is all good and what's old is all bad, but there is a movement afoot, a shift is occurring and change is on the horizon. Albeit, it may be difficult to measure the timeline of this change, but the change is inevitable. However, of one thing I am certain; the networked world that is developing around us is fathomless. As educators, it is important to recognize that this networked world of knowledge is readily accessible, and that we have to learn to facilitate the alignment of that knowledge to best suit the outcomes of our programs and the needs of our learners. One emerging response that is validating the shifting role of educators is the flipped classroom.

What it is...

According to definition, the flipped classroom does exactly as its name indicates. It flips the traditional classroom completely over, where instruction and learning is made available through various digital resources and teachers become "curators" of the content, shaping it and honing it for consumption by the student. The student interacts with the content outside the classroom, communicates with other students and teachers through various tools such as discussion forums and other web 2.0 tools and subsequently comes to the class prepared to take on interactive tasks and activities that are constructive and engaging. For students who may not have access, opportunities are provided at the school level. In the most basic of models, it would essentially mean bringing the "homework assignments" and "projects" back to the classroom where the student can receive the supports required to internalize the knowledge. Salman Kahn, of Kahn Academy, a web portal of educational videos, shows the power of interactive exercises and calls for teachers to consider flipping the traditional classroom script – give students video lectures to watch at home, and do "homework" in the classroom with the teacher available to help. There are currently over 2000 tutorials available.

"The role of the teacher in a flipped classroom...is essentially reframed. The teacher becomes much less conspicuous in the content delivery and much more conspicuous in the supportive capacity."

Isn't this just blended learning?

If you have done any reading on blended learning, or have implemented a blended learning solution in your classroom, then this can certainly fit the bill. Blended learning, in its basest format, is student learning that takes place in both a face-to-face environment and through online delivery, either by synchronous (live online) means or asynchronously (not in real time). The flipped classroom really incorporates the same basic technological approaches. But, the "flipped" component is really a strategic shift in the normal model of live classroom contact time towards more engaging and interactive learning opportunities, in contrast to the more direct instructional approaches that are often utilized, particularly in secondary school classrooms.

Yes, it can also be contended that good teaching comes in many forms, and that the flipped classroom can be seen as one of many solutions for educators. (Musallam) That being said, many educators have already taken learning to the digital domain and are already harnessing its anytime, anywhere accessibility to bring content and resources to students both outside and inside the classroom. In these classrooms, instructional time is seen as an opportunity to concretize concepts through individualized approaches

that support student learning. The role of the teacher in a flipped classroom, then, is essentially reframed. The teacher becomes much less conspicuous in the content delivery and much more conspicuous in the supportive capacity. Let's face it, knowledge is everywhere. David Weinberger, in a book entitled (are you ready for this?) *Too Big to Know: Rethinking Knowledge Now That the Facts Aren't the Facts, Experts Are Everywhere, and the Smartest Person in the Room Is the Room*, puts it this way:

"We used to know how to know. We got our answers from books or experts. We'd nail down the facts and move on. But in the Internet age, knowledge has moved onto networks. There's more knowledge than ever, of course, but it's different. Topics have no boundaries, and nobody agrees on anything. Yet this is the greatest time in history to be a knowledge seeker…if you know how." (Weinberger, 2012)

I believe the key to the statement is in the last four words. "If you know how…" It is important to realize the impact that these networks of which he speaks have had on the accessibility of knowledge. Shift happens, whether we realize it or not. The educational paradigms and dogma of the day are in flux. Time will tell where it will all go, but the status quo will be tough to maintain.

Jim Murphy is Coordinator of the Virtual Teacher Centre.

Resources and Sources

www.knewton.com/flipped-classroom/

www.edutopia.org/blog/flipped-classroom-best-practices-andrew-miller

www.khanacademy.org/ (one million student visits per month)

www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html

Musallam, R., www.edutopia.org/blog/flipped-classroom-ramsey-musallam

Follow my Feed: #CDLI_Team

Engaging in the Public Sphere in the Digital Age

by JEFF GAGNON

We often think of media consumption as a private and not a public behaviour. The shows we watch, the music we listen to, the games we play; these decisions are made according to private likes. Even media experiences that appear to be public are imbued with a sense of privacy. Consider a student running into a teacher at the movie theatre and the uncanny feeling resulting from the collision of the private self and the public student life. Or again, imagine the negative reaction one would receive if caught overtly trying to gaze at a stranger's smart phone on the bus while they updated their twitter feed. Whether we realize it or not, public and private life are continually defining and mediating each other – we know something is private by virtue of the fact that it is not public and vice-versa. This is truer now more than ever with the advent of digital technologies that allow us to carry virtual private spaces along with us in public. Moreover, this convergence of private life, public space, media consumption, and emergent technologies has ramifications on how we perceive our own status and agency as participants within civic daily life. These shifting perceptions can be explored in terms of traditional understandings of the difference between the (private) audience and the civic public.

Traditionally, media consumers are classified as 'audiences' – a word which carries specific implications. Typically, an audience is seen as being a passive receptor of information – the listener or the viewer. While an audience may engage in interpretation of meaning, the ideal audience is the one that calls the least attention to itself. Consider the traditional physical limitations imposed on audiences: seated in the dark or behind a screen, kept silent by either physical barriers or socio-cultural expectations of etiquette. Even in cases where the audience is permitted (or expected) to consume food and drink, this is always within rigidly defined parameters. Occasionally, audiences are called upon to react – to gasp or laugh at certain moments – but these actions are built into the structure of media through aural and visual cues. Woe to the unfortunate soul who, reacting in the wrong way or at the wrong time, finds himself pelted with disapproving stares, which are painfully noticeable in even the darkest of theatres. Traditional codes for media consumption are such that the experience of the audience member is contained within a sphere of private reception, but this sphere is always informed by social or economic expectations and constraints. Even alone at home, audiences do not escape this subordinate position: the canned laughter of the television sitcom will perform this job admirably, often surpassing its human counterpart (the laugh track 'gets' the joke every time). Finally, participation as an audience member requires payment of some kind: a ticket purchase, a cable or Internet subscription, the exchange of personal information for participation in Web-based services.

Contrast the notion of 'the audience' to that of 'the public'. Whereas the audience is subordinated to a structure, publics are by definition possessed of agency. Sociologist, Jürgen Habermas developed the notion of the public sphere as the coming together of private individuals to discuss and debate questions of authority, governance, and commodity exchange. It is important for members of the public sphere to be able to enter into this participatory position free of the constraints that are imposed upon them in daily life; whether economic, social, educational, or other. This last criterion highlights a challenge inherent in our understanding of the public sphere: in principal, anyone can enter the public sphere in order to participate. The reality is, however, that many peoples' private constraints can bar them from such social engagement for a variety of reasons. It is the challenge of those who value the public sphere to promote and maintain it as a fully accessible arena of public opinion and thought, breaking down those barriers that exist so that we can all collectively choose to participate. If participation as an audience member is constrained by access to media,

participation in the public sphere is supposed to be guaranteed by virtue of the fact that all citizens are stakeholders in the development of the state.

Recent trends in the development of new media have started to blur the lines between audiences and publics. News media make much of the use of "public opinion" polling but often forget to mention that opinion in the public sphere can never be boiled down to one out of four concise statements – and they rarely remind us of the inherent flaws that are built into polling mechanisms: barriers of language or technology, the presumption of ownership and access to specific devices and services, the assumption that everyone works only one job between 9 and 5, and many other factors all operate behind the scenes to give an inaccurate image of what "the public" thinks. Certainly, not all of these concerns can be directly alleviated by the organization conducting the poll itself, they remain nonetheless stark challenges to the legitimacy of the name "public opinion polling". This past year, as election campaigns swept across the country and throughout cyberspace, one often had to ask: were we public citizens engaging in civic decision-making, or audiences sitting back and watching a drama unfold before us? The explosion in the use of social media in the recent election further compounded this issue. We witnessed virtual political rallies that existed wholly online – a mass of private individuals taking public action within the privacy of their own homes. At the same time, the press reported extensively on the degree to which an online profile could disqualify someone from gaining access to in-person political events. Globally, we have seen social networks being used to spearhead radical grassroots political and social actions. Virtual public spheres have brought stakeholders together across continents to throw off the otherwise passive role that was foisted upon them.

In other areas, we have seen the audiences of popular culture forming a kind of pseudo-public. Reality shows and contests directly call on their audiences to vote for the winner. Online news outlets solicit comments and even short opinion pieces from their audience members. The last few years have seen the rise of citizen journalism and as more people gain access and knowledge to digital technologies, they create their own content. For the first time since the advent of modernity there is a general expectation that the audience talks back.

The apparent agency of the audience and the emancipatory potential of new media notwithstanding, greater audience participation is not public engagement. Contrary to the public sphere, the media audience remains constrained in its agency by various factors: choices come pre-determined, it is always subordinate to the whims of authority, and it is heavily ingrained in commercial interests. While new media and digital technologies hold the potential to support emancipatory action, they may just as likely relegate an ill-equipped and unprepared public to the position of history's audience as opposed to agents for change. With the increased flow of information, knowledge itself sometimes feels more difficult to come by. We see all digital spaces as open and public, but rarely recognize the largely commercial aspect of those spaces. Today's information culture often obscures that although media transmit public opinion, they also often create it – for instance, media frequently speak to audiences from a position of assumed congruence of opinion, presenting ideas to us as if we all share the same ideological viewpoint.

Given the proliferation of new media technologies and their ubiquity within the public sphere and everyday life, digital literacy is more important than ever. In the information culture, it is digital literacy and media literacy – our ability to use, understand and create through various media – that stand between us being passive audiences or active agents within the contemporary public sphere. As recent events have shown, digital media alone cannot threaten or promote civic engagement and agency: they hold vast potential, but they are only tools and like all tools, require mastery to be used effectively. It is digitally literate citizens who will possess the skills and knowledge required to participate fully within the public sphere: to navigate the vast field of information that exists, to question dubious claims, to see beyond ideological assumptions and commercial imperatives. It is such a citizenry that will recognize the vested interest it has in an accessible and democratic digital culture and make use of digital media to fashion the spaces for meaningful public engagement.

Jeff Gagnon is Media Education Specialist with the Media Awareness Network.

Calendar

NL ENVIROTHON 2012

April 26-28, 2012

Lion Max Simms Memorial Camp, Bishop's Falls, NL. Envirothon is a fast-paced, competitive, challenging event for high school students that promotes teamwork, public speaking and an understanding of Newfoundland and Labrador's natural resources. For more information contact Peter Davison, Model Forest of Newfoundland & Labrador, pdavison@mfnl.ca, www.mfnl.ca/envirothon, Tel: (709) 637-7300, Ext. 3; Fax: (709) 634-0255.

WOMEN IN SPORT CONFERENCE

May 4-5, 2012

St. John's. The conference will provide education and professional development for educators, students, and professionals interested in the subjects of physical activity, recreation and sport that target females. The event is expected to draw approximately 100 attendees with the purpose of encouraging, supporting, motivating females to participate in active programs. For more information contact: Trisha Keough-Boyer, Program Director at tboyer@sportnl.ca,Tel: 709-729-3684.

PRIMARY/ELEMENTARY SIC (NOW KNOWN AS K26 SIC) CONFERENCE

May 9-10, 2012

Terra Nova Lodge. Theme: *Learning Together – Dare to Differentiate!* $75 registration includes keynote by Jeff Thompson, Assistant Director of Programs with the Western School District; Meet and Greet on evening of May 9th; as well as breakfast, lunch and a variety of learning sessions on May 10th. Teachers will participate in learning sessions on such topics as: Why we MUST Differentiate; What Differentiation looks like in Primary/Elementary Classrooms; and How to keep DI Simple but still be effective. Registration Deadline: April 20, 2012. More information is available on the NLTA website at www.nlta.nl.ca. Click on "Professional Development Opportunities".

SCHOOL ADMINISTRATORS' CONFERENCE

May 16-18, 2012

Capital Hotel, St. John's. For information please go to www.sac2012.ca.

COSS WORKSHOP: ATTENTION DIFFERENCE DISORDER: HELPING KIDS AND TEENS WITH ADD/ADHD FROM A STRENGTH BASED PERSPECTIVE

May 18, 2012

Holiday Inn, St. John's. Speaker: Dr. Kenny Handelman, MD – child, adolescent and adult psychiatrist specializing in assessing and treating ADHD. For information contact Keith Adey, keithadey@nf.sympatico.ca, Tel: 709-489-6481; Fax: 709-489-5001.

GETTING STARTED WITH TI-NSPIRE CAS HIGH SCHOOL MATHEMATICS

July 4-6, 2012

Brother Rice Junior High, St. John's. In this three day professional development workshop, teachers will get to explore the next generation of handheld and software technologies from Texas Instruments. Participants will use TI-Nspire CAS technologies as they learn more about the interactive mathematics and science classroom. They will learn how to create interactive objects for web deployment and for use with all types of interactive whiteboards. Best of all, teachers get to take home both a TI-Nspire CX CAS handheld and the Teacher Edition software as a part of the $350 registration fee. For more information contact: Richard Snow at richardsnow@cdli.ca or go to the website http://education.ti.com/calculators/pd/

HUNTSMAN MARINE SCIENCE CENTRE ALL THINGS MARINE

July 16-20, 2012

St. Andrews, NB. A cross-curricula maritime institute with connections between biology, art, history, culture, and cooking. Explore the unique environment of the Bay of Fundy and the diversity of life it supports. Cost: $670 (early bird fee of $610 if you register by May 16). For more information visit www.huntsmanmarine.ca; Tel: 506-529-1220 or email tdean@huntsmanmarine.ca.

COSS WORKSHOP: PEER-MEDIATED SOCIAL SKILLS DEVELOPMENT: USING PEERS TO ENHANCE THE SOCIAL SKILLS OF ALL STUDENTS

September 21, 2012

Mount Peyton Hotel, Grand Falls-Windsor. Featuring Dr. Kimberly Maich and Dr. Carmen Hall. Sponsored by the Council of Special Services. More information is available on the NLTA website at www.nlta.nl.ca. Click on "Professional Development Opportunities".

COSS WORKSHOP: DYSLEXIA, SYMPTOMS AND SOLUTIONS

September 22, 2012

Mount Peyton Hotel, Grand Falls-Windsor. Presented by Susan Barton (author of the Barton Reading and Spelling System). Registration form available on the NLTA website at www.nlta.nl.ca. Click on "Professional Development Opportunities". For information contact Keith Adey, keithadey@nf.sympatico.ca, Tel: 709-489-6481; Fax: 709-489-5001.

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Dates to Remember

April 2012
Apr 15 — **Deadline:** Notice of postponement of Deferred Salary Leave or withdrawal from DSLP
Apr 19 — **Deadline:** PD Fund applications
Apr 30 — **Deadline:** Deferred Salary Leave Applications
Apr 30 — **Deadline:** Year-end resignation from contract

May 2012
May 7-11 — Branch Election Week
May 7 — **Deadline:** Notification by Board of layoff
May 17 — **Deadline:** PD Fund applications
May 25-26 Provincial Executive Meeting

June 2012
June 15 — **Deadline:** Notification by board of acceptance/rejection of Deferred Salary Leave requests
June 16 — **Deadline:** PD Fund applications